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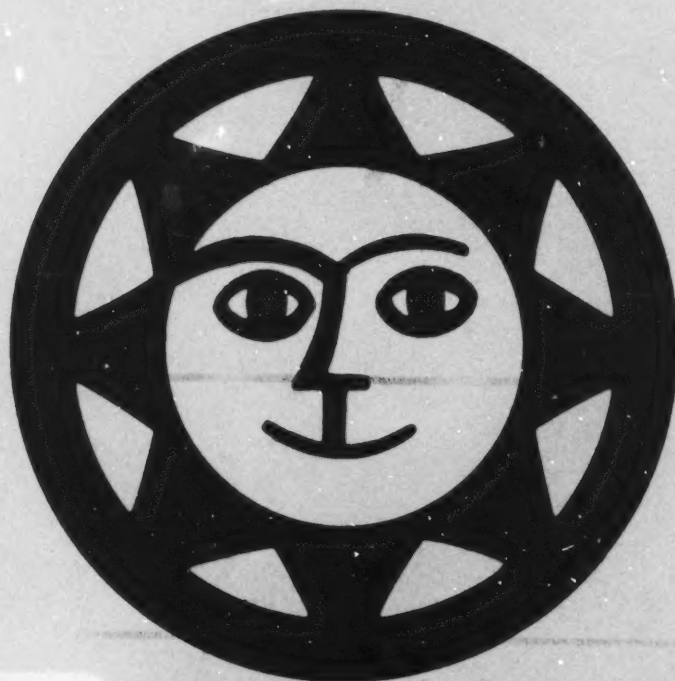
ABSTRACT

One of twenty course guides in the Community Living Skills Guide for the College for Living series, this document provides guidelines and workbook activities for the course, Recreation for the Adult Who Is Low Functioning. The series of courses for developmentally disabled adults is intended to supplement residential programs and to aid in orienting institutionalized persons to eventual integration into the community. Goals and objectives for the course include increasing socialization and the ability to deal with sophisticated physical activity through (1) use of the skills of self-awareness, spatial awareness, and exploring the environment; (2) sharing; and (3) cooperative education (working with others). Contents include suggestions for classroom activities, cooperative activities, and experiences (field trips). Other guides in the series and related documents (a volunteer training workshop packet and curriculum guide for fourteen courses) are available separately. (See note.) (YLB)

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COMMUNITY LIVING SKILLS GUIDE

RECREATION FOR THE ADULT
WHO IS LOW FUNCTIONING



U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
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RECREATION FOR
THE ADULT . 2
WHO IS LOW FUNCTIONING

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PREFACE

The College for Living Guidelines were designed and created by the needs of both the students and the teachers at Metro College for Living, Denver, Colorado. The teachers were keenly aware of the wide variety of levels and needs of students entering the College for Living. They realized that the myriad of backgrounds of the students necessitated an individualized approach to each subject. The guidelines were created to give the person who teaches a broad base of concepts with which to work and some activity ideas which will help the course be effective.

When using the College for Living Guidelines, the teacher is encouraged to develop individualized materials and approaches to meet the needs of each student. A guideline need not be followed rigidly. If a student needs to master a basic skill, let the student use a variety of methods to discover the concept they are backing. Then they can move on to another facet of the course.

The workbooks are designed to help the teacher begin a course. The interaction between student and teacher will make the content viable. A "positive atmosphere" will help the student learn.

Motivation of both student and teacher toward specific goals ensures success. It is important to remember that the students

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A Community Service Program

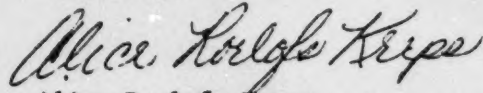
Supported by the Governor's Developmental Disabilities Council

we influence use teachers as role-models. Therefore, any means a teacher has to aid the student in growing in the area of self-respect and self-reliance should be emphasized.

One approach to learning is to offer choices. At first, the choices should be simple in order to minimize anxiety. But as the student progresses more difficult problem-solving situations can be introduced. Student input is essential.

Enjoy teaching.

Sincerely,

A handwritten signature in cursive script that reads "Alice Roelofs Kreps".

Alice Roelofs Kreps,
Program Coordinator

ARK/ts

GOALS:

I. Skills needed

Self-awareness
Spatial awareness
Exploring objects

II. Sharing

Awareness of others
Offering Objects

III. Cooperative Education

Working together
Using

OBJECTIVES:

I. To increase socialization

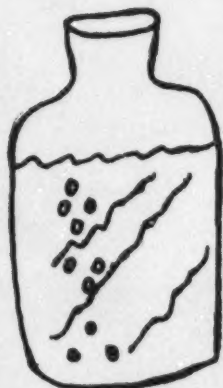
II. To increase ability to deal with sophisticated physical activity

Step I: Let's take some time to explore a variety of objects:
Texture, Density, Colors, Shapes

Object of Step I: To give person a chance to explore his environment
(the physical world).

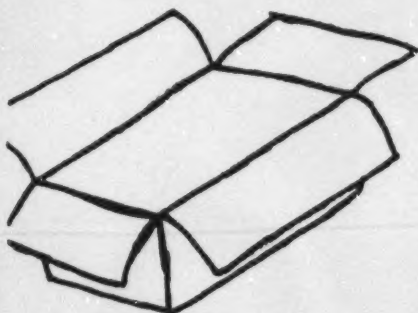


BALLS

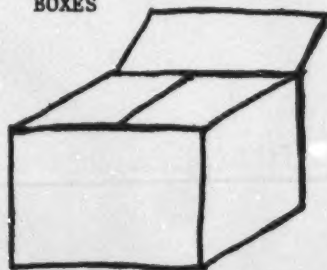


BOTTLES (with water,
beans, rice, etc.)

MACHINES



BOXES

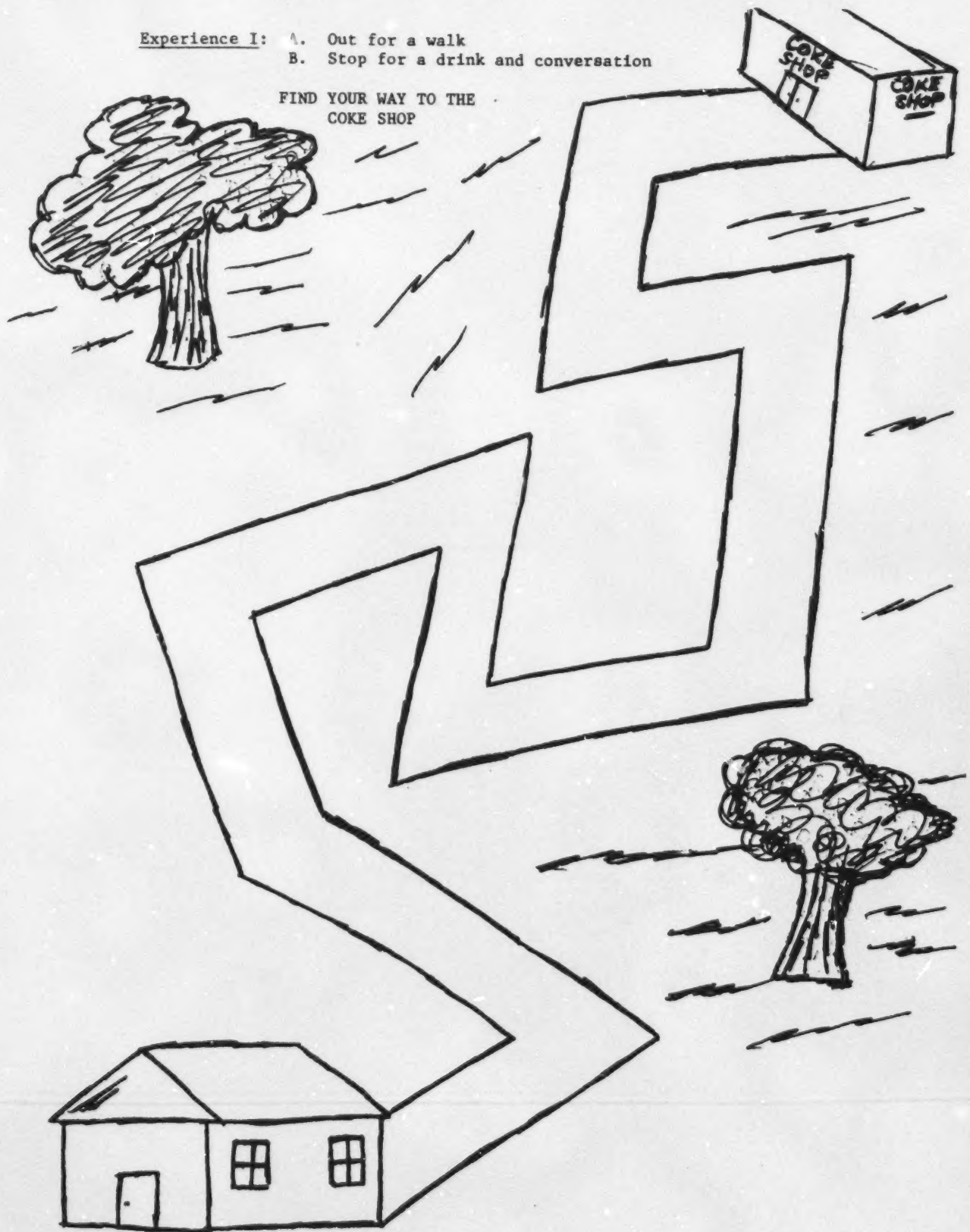


NUTS & BOLTS



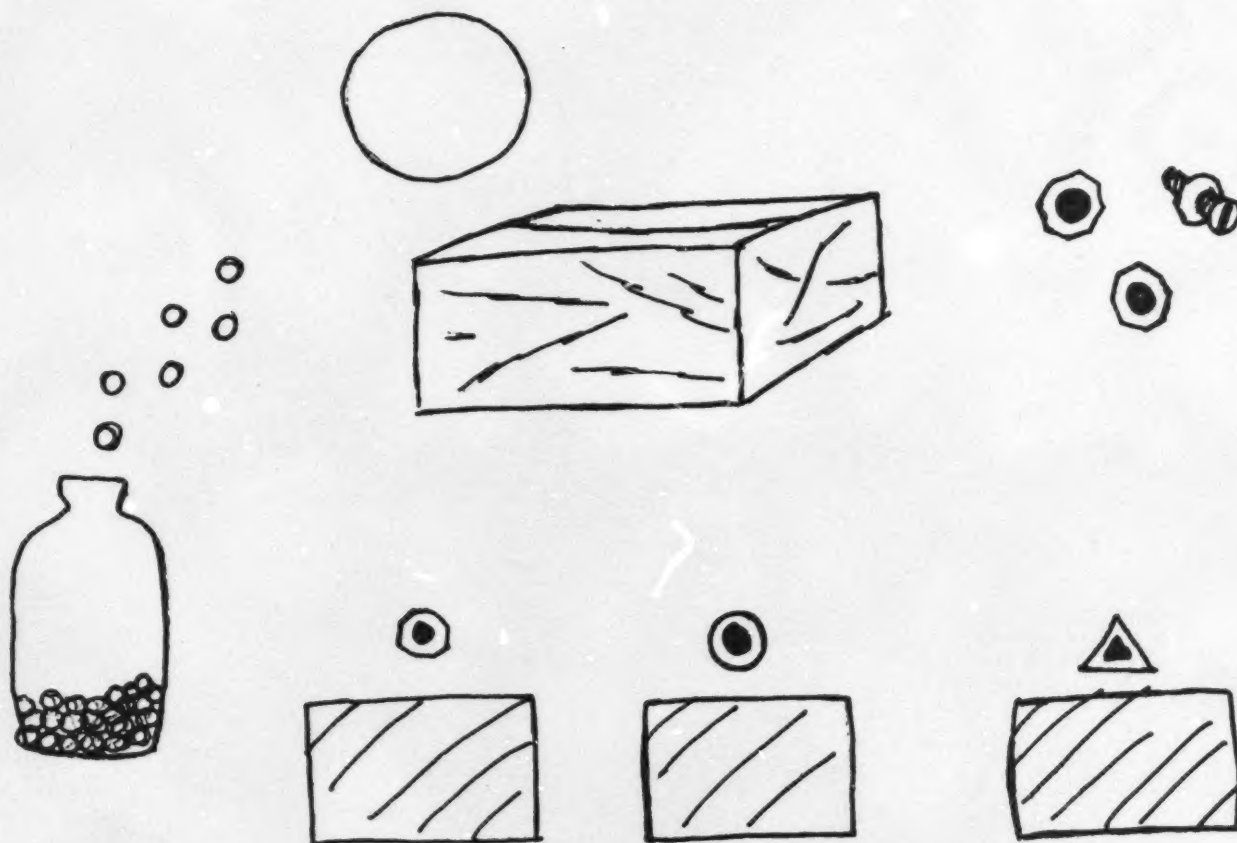
- Experience I:
- A. Out for a walk
 - B. Stop for a drink and conversation

FIND YOUR WAY TO THE
COKE SHOP

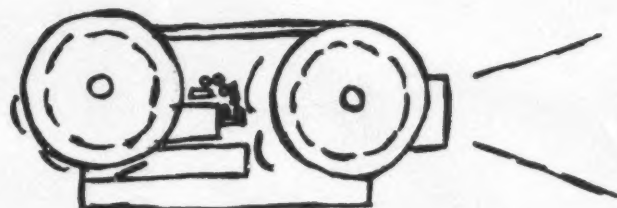


Step II: A. Sharing - explore objects with another person (from Step I).

B. Singular goal-oriented Tasks with objects: drops marbles in the bottle/ball in box/nut with the bolt/different colors in different boxes.

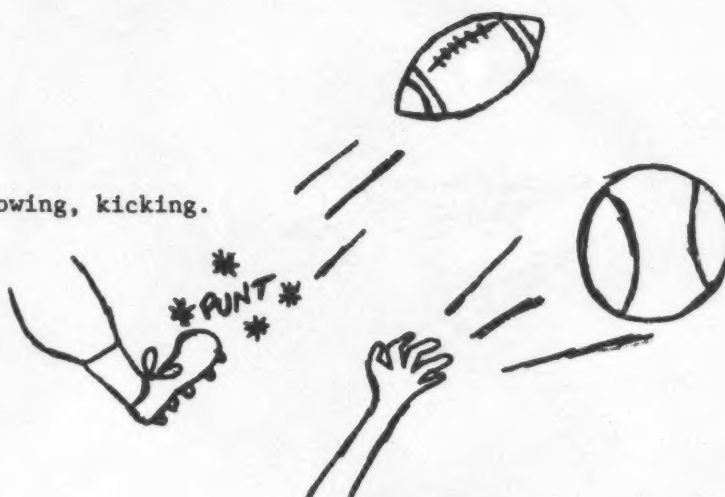


Experience II: Go to a movie or bring some films to class.



Step III: Cooperative Activities

Activity 1 - Ball throwing, kicking.



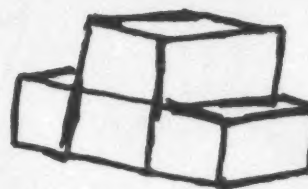
Activity 2 - Nuts and bolts add on.



Activity 3 - Bottles pouring beans, water, etc.



Activity 4 - Boxes--do a building block activity.



Activity 5 - Clay modeling together.

Activity 6 - Marbles---play a game.



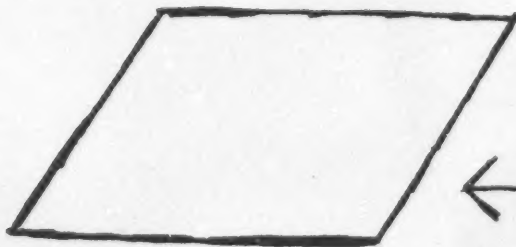
Experience III: Visit a museum.



COLOR THE SQUARE RED



COLOR THE TRIANGLE BLUE



COLOR THE
CIRCLE YELLOW



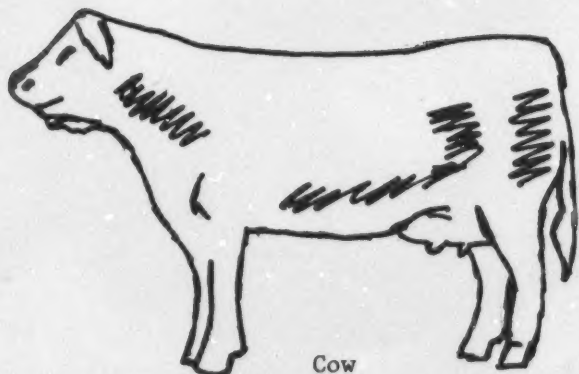
COLOR THIS ANY COLOR
YOU WANT

Step IV: Explorings models - wooden plane, paper planes, cars, kitchen utensils, (3 or more persons).

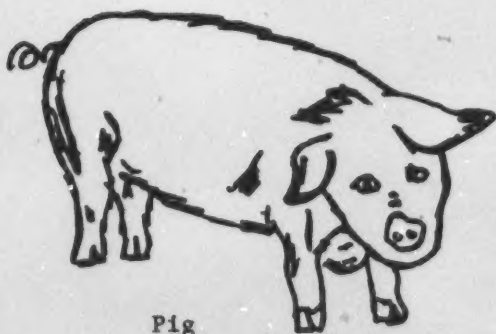


Experience IV: Visit a Farm.

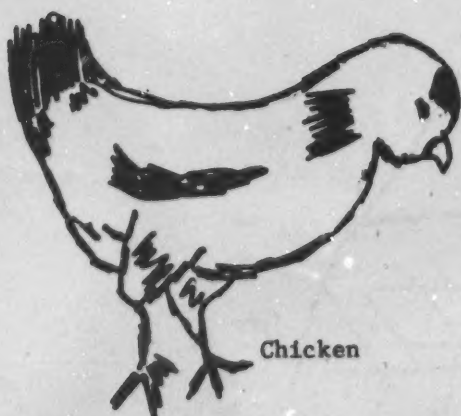
Draw Lines Between The Animal
And What It Gives Us.



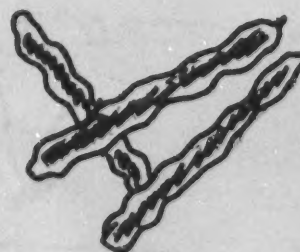
egg



milk



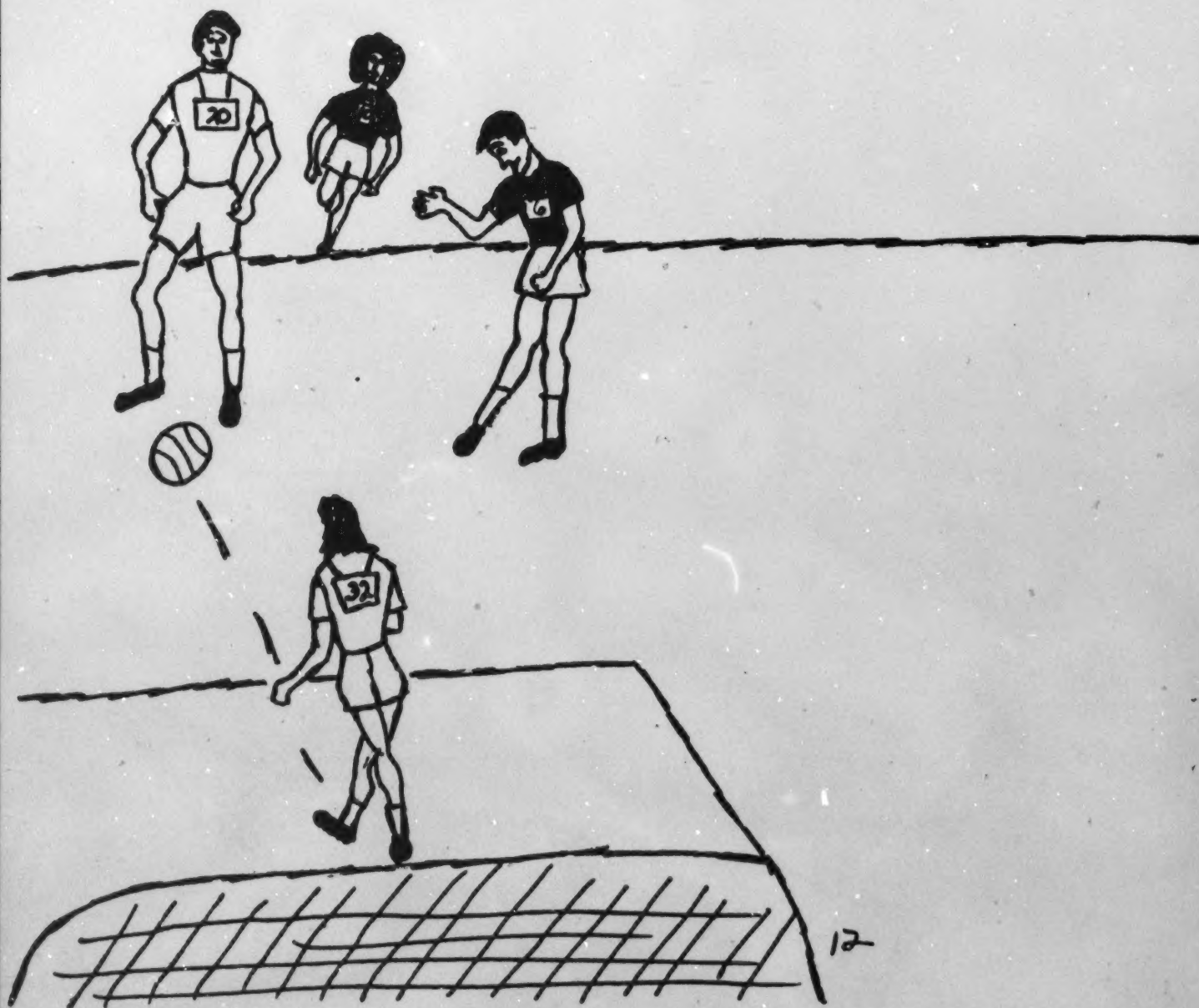
bacon



Step V: More Advanced Organized Interaction Activity

A game of catch or *soccer without highly structured rules or competitiveness.

*Simple soccer with 2 goals - later keep score



Experience V: Go to the Zoo.

A	D	W	X	G
B	Z	T	R	M
C	V	O	P	F
D	E	S	O	J

FIND THE LETTERS

Z-O-O

Step VI: Role Play Life Situations

Let's
Pretend!

Family
Friends
Traveling: (boxes for bus)
Caring for an Animal

Use Objects That You've Explored.

Experience VI: Go On A Picnic.

Cut out pictures of food you like. Paste them here.

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